Historically Speaking

Ts AUG 29 1976

By DOROTHY J. CLARK

Community Affairs File

Children of the early days in the Wabash Valley usually found themselves in a one-room school house for the first years of their education. The one-room school was not only a place to learn the customary "Three R's of Readin', Ritin', and Rithmatic", but it was also a place for children to engage in fun-filled activities with other children of their own age.

This was a welcome treat, for many children had to work at home helping with the family chores and had little time for play. But getting an education in the one-room schoolhouse was not always a pleasant experience. It was often a real hardship because many children had to walk a long way to school and had to face other difficulties.

Unless a person has attended a one-room schoolhouse, he can only imagine what one looks like, explained a local senior citizen who gave this description:.

"I was a product of the one-room school up through grade eight, where we had 75 or 80 children. It happens that we were fortunate enough to have not the old log-type, which was in existence is some neighborhoods, but the frame type, in the center of which sat what we call a Number 3 Burnside pot-belly stove. So it was very easy to freeze on the back side while you warmed the front side and vice versa."

"In the front of the building was a little platform that the teacher was on and that the children went on when they were ready to go to the blackboard, and the blackboard was nothing more or less than the front of the building painted with black paint. I never saw a real blackboard until I got to high school or a chalk board, so to speak."

"Now, as I said, part of the students were seated on benches and part were seated on the whole long seat designed for two, but three was obliged to sit on it. A seat with a desk in front of each seat."

Although the schoolhouse was small and crowded, this brought a closeness between the students and also between the students and the teacher which is missing in most large schools today.

Because children had to help their parents in the fields by doing such things as getting the corn "laid by", an important annual task performed by nearly every farm family, the school year was shorter than it is now. The average school year started in July and ended by Christmas time. School was held only five or six months out of the year, usually from 8 a.m. to 4 p.m.

Many people felt that one was educated if he knew the Three R's, but language, geography, history and spelling were taught also. The classes held spelling bees and arithmetic bees which not only were educational but were also a lot of fun for the children. Such diversions helped break the monotony of the long day.

Not only did the students study and have classes, but there was also a time for recess when all the children would get together and play games. Recess was held fifteen minutes in the morning, an hour for lunch, and fifteen minutes in the afternoon, and was a favorite time for the students as well as the teacher.

Some of the games played during recess were: baseball, jump rope, marbles, round-town, jacks, drop-the-handkerchief, red-rover, hop-scotch, fox-and-dog, dog-got-the-bone, ante-over, seven-up, red-button, and many more.

Sometimes boys playing one of their favorite games, fox-and-dog, would get carried away and forget about the time. This game would take them far into the forest as one boy was a fox being chased by several boys who were dogs. Time slipped away and the boys were often times late for class as "books" had already resumed. The teacher was "usually" understanding in a situation like this.

Discipline wasn't only needed at home; it was also needed at school. Many times the students were larger in size than the teacher, and the teacher had to have some way to prevent them from taking over. Therefore, some form of discipline had to be used. Keeping the student in at recess, keeping them after school, being whipped with a limb, standing with their nose in a ring on the blackboard, having to write a sentence a thousand times, or being sent home were some of the early forms of discipline used by teachers.

During the school year, students would have a visit from the county nurse who came to

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do dental work and give the dreaded shots. Many times this was a frightening experience for the child who had never been exposed to medicine and he would react accordingly. A typical account of one of these visits was told by an old-timer.

"Well, the county nurse and doctor came. They rode horses and came to the school. When the nurse came, every little youngun' in the schoolhouse would be crying. Some of them would see her coming, and run under the floor and we'd have to get them out. And the doctor came with her about twice a year and he'd pull teeth if they had to be any teeth pulled, he'd pull them. He'd examine them, and blood'd be flying all over when he got through."

Although there was plenty of hard studying going on during the school day, the students always found something to do to give the class a laugh. An example of some pranks, often called "rusties" that were occasionally used by the students was explained in this manner.

"Well, there've been times such as a willow or hickory in the corner has disappeared while the teacher had his back turned or while he was taking a trip up the road, or down the road, maybe to have a smoke. I have seen those switches wreened, now you don't know what a wreened switch is, but you can try it and find out. Take a sharp knife and split the switch around and around in four or five places, and the first time he picks it up to lash somebody pretty good, it breaks in four or five places, and he thinks, "Lord, how strong I am. I've killed that youngun'."

Many children had to walk miles to the schoolhouse, usually through a small path across fields and through woods, a lonely trip if the child had to walk alone and since classes began at 8 a.m., it was an early walk after chores to get to class on time. Since it was so far from home, most of the children had to carry their lunches, usually in a five-pound lard bucket or basket.

Despite all of these hardships, children seemed to enjoy school and seldom missed a day, for they knew that there was a great need for an education in pioneer life.

—Historically Speaking—

By Dorothy Clark

Community Affairs File

Colonial parents— how they regarded children

Clark, Dorothy Ts AUG 14 1977

In reviewing early education in the Wabash Valley, it's helpful to understand how parents of earlier years regarded their children. The relationship of colonial parents with their children is hard for us to understand in these days of extreme permissiveness.

Adults of the 18th century thought of children as animals or servants, not as human beings. Furthermore, they did not believe children would develop into human beings unless they were forced to it. It was nature to be sinful and animalistic. Consequently, permitting a child to follow its natural inclinations in any way was considered the sign of a bad parent.

Colonial parents worked to break the child's spirit rather than trying to encourage independence and personal development. For instance, it was noted that infants preferred crawling on all fours to walking upright. In order to discourage such "animal" behavior, a crawling infant was put in a "go cart," a sort of cage that came up to its armpits and forced it to stand. An alternative was to tie the child with "leading strings" fastened to the shoulders that would hold it upright.

Children were whipped to subdue the will and accustom them to obedience and submission. Sticks hard enough to cause bruises and swelling were used on children before they were old enough to talk. They were also punished by being tied to their beds, threatened with ghosts and monsters, or shut up for hours in dark closets or chests.

Parents abused their children both physically and psychologically believing they were acting for their own good, training them to be obedient, respectful, well-mannered and hard workers.

Play was viewed with suspicion, and children too young to work in the field or help in the kitchen were kept busy learning to read, knit or sew rather than being idle.

By the time they were seven or eight, children of all social classes were frequently sent to live with a relative or bound out as apprentices to learn a trade. Children had generally done enough work to pay for their keep and education and produced a profit for their parents as well by the time they were grown.

It seems a grim enough childhood to us today. Those who experienced it, however, thought it the only proper upbringing. Little girls grew up and married and proceeded to train their own children just as they had been trained.

This then was how it was during colonial times and during the American Revolutionary War period, and some of the same practices were still in use in the early 1800s when the great migration began to this part of the country.

The life of the pioneer was hard, but traveling across the country must have had a softening influence in parental discipline — even as modern-day travel with children tends to change the rules.

Young parents were away from the influence of their parents and grandparents, and the strict behavior rules began to loosen up and more love was shown within the family.

When Fort Harrison was built in 1811 and the little village of Terre Haute was founded in 1816, civilization gained a foothold in the Wabash Valley. In 1817 a young man, Lucius H. Scott, arrived at Fort Harrison after walking all the way from Vincennes.

Among others at the fort was the Dickson family who were building a mill in Honey Creek township and establishing a home. Scott was persuaded to locate here and open a school in a log house built by the settlers. He became the first school teacher of Vigo county. He later opened a store in Terre Haute and became a prosperous citizen here.

No one knows for sure who was the first school teacher in Terre Haute, but the first newspaper shows that R.W. Gail taught school here in 1824. Produce was accepted in payment for tuition. There were probably school teachers before Mr.Gail, but there is no record.

William Earle, the first male child born in Terre Haute, wrote in his recollections after becoming a sea captain that Joseph Thayer was his first schoolmaster.

According to Earle, Thayer "was a man of very steady habits during vacations, that is steady at the whiskey bottle; but in term time he was never known to drink. We boys had to mind how we carried sail, or we would get our head sheets flattened on the wrong tack. Yet he was kind."

Earle also recalled an early school master by the name of Rathbone. "I remember noth-

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ing of him," he said, "except that the big boys locked him in one Christmas, and burnt brimstone beneath the floor. This was great sport."

He also told of another teacher, a Mr. Brown, "who took the starch out of our sails." All these incidents happened before 1823, but no exact dates were given.

NOTE: This account will be continued in next week's column....

By Dorothy Clark

Education reviewed in early Vigo County

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Last week's column told how children were treated by their parents 200 years ago, leading into the early 1800s and migration into the Wabash Valley and the beginnings of education.

In 1827, the Old Brick School house was built on the northwest corner of Fifth and Walnut. It was also intended as a Sunday school.

Local citizens subscribed brick, lumber and a certain number of work-days. Little hard money was available then.

One of the early teachers in this school was Charles T. Noble who came to town in 1823. Nathaniel Preston also taught there.

Former teachers and their students from the Old Brick School went on to make their marks in the world, becoming famous lawyers, teachers, ministers and business men.

One of the colorful early teachers here was Benjamin Hayes who taught first at the northeast corner of Third and Oak, then on the northwest corner of Sixth and Cherry, in the basement of the Congregational Church, and finally in the Vigo County Seminary.

"Uncle Benny" Hayes didn't regard school teaching, as so many others do, as a stepping stone to something supposed to be better. It was his life's work.

He believed in the hickory stick style of discipline, but in later years his former students would flock to homecomings, so evidently his popularity did not suffer from earlier disciplines.

In 1835, Miss Phoebe Miller, sister of Joseph Miller, prominent pork-packer, taught school for small children on Chestnut street.

The schoolhouse was small, built of logs, with a puncheon floor.

The children sat on long, wooden benches, without backs, with their feet dangling.

They stood up to spell: "b-a, ba; b-e,be; b-i,bi; or b-a,ba, k-e-r,ker, baker."

Moses Beach, native of New Jersey, kept a school in the south part of the little village.

His pride was to make good readers and spellers of his pupils. He didn't worry too much about teaching the other "R" of arithmetic.

In the early 1840s, Rev. Robert B. Croes, an Episcopalian minister, taught school in the building at the southweast corner of Third and Ohio.

Probably the best classical teacher of those days was Mr. Provost, who taught in the church basement.

A teacher by profession, scholarly, successful, Provost won the high regard of his students.

He had one peculiarity. He wore his hair parted behind, a fad of the day, and was always neatly, even nattily dressed.

Needless to say, his school waz well-patronized.

Seymour Gookins and Prof. Moses Soule also taught in this subscription school.

The days of the subscription school were numbered, however, as the growth in population demanded an increase of facilities for all children.

Far-sighted citizens realized that unless public provision was made, their children would grow up in ignorance. The demand for free schools was heard everywhere.

State legislators, educators and the press spoke out for the cause.

By subjecting themselves to taxation, the people accomplished free public schools for all.

Terre Haute was always destined to become an educational center.

As early as 1835, a Seminary for girls was founded on the northeast corner of Sixth and Oak streets.

The Covert College for Young Ladies was successful for over a decade. The building was later part of the old section of St.Anthony's Hospital, now Terre Haute Regional Hospital.

Coates College was established on Osborne street, between Third and Sixth streets.

Even Chauncey Rose gave serious thought to endowing a college for young ladies here, but changed his mind and instead founded Rose Polytechnic Institute, now Rose-Hulman.

Indiana State Normal School was founded over a century ago. It became Indiana State Teachers College, and then Indiana State University.

The story of the founding and growth of St.Mary-ofthe-Woods College reads more like romantic fiction than actual history.

How the accomplished daughter of one of Napoleon's generals left her native land accompanied by five other young ladies to found an institution of learning in the woods of western Indiana in 1840 seems an incredible story now.

From log cabin and log chapel to the beautiful campus of SMWC is the story of Mother Theodore, its founder, and all the fine educators who followed her.

Comparing the primitive log school house of 1817 with the newest buildings in the local

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school systems plainly shows the changes in the ensuing 160 years.

Now, if we could only teach today's children to read and write legibly, to have discipline and a love and respect for history, we'd be doing as well, not better, but at least as well, as those early teachers.

We've come a long way in 160 years, or have we?

Writer describes first schoolhouse she recalls

Historically Speaking

Ts AUG 2 7 1978

By Dorothy Clark

Last week's column dealt with one Wabash Valley pioneer's account of his memories of early days and early ways.

"Early settlers usually lived in settlements," he said, "so they would select some central point to erect a schoolhouse. On a given day they would meet to clear off the land, cut the logs, haul them in, and probably the next day rear the structure."

"The first schoolhouse I ever saw was about 18 by 20 or 22 feet, of round logs and very rough at that, and each log about from eight to sixteen inches too long, leaving very rough and ragged corners. It was cabined off and covered with clapboards, which were held on the house with poles. The door was cut out in one corner. The shutter was made out of long boards and hung on wooden hinges. Cut out in one end, the fireplace was six or seven feet at least, made of dirt with a sticks and clay chimney. A good bunch of mud on the top piece on each corner of the chimney kept it from blowing off." "The floor was puncheons split and hewed and laid down green, and when they seasoned there were some fearful cracks. The seats, or benches, were made by splitting slabs twelve or fourteen feet long, then boring four holes in them and driving legs in. The writing tables were made by boring holes in the logs, driving pins in and plank or slabs on them. The windows were constructed by cutting out logs and pasting greased paper over the openings. There was not a pane of glass or a pound of nails in the whole schoolhouse."

"When the school was completed, it was necessary to find a teacher, someone who could spell, read, write a pretty good hand, was good in arithmetic and able to lick the scholars to keep order. They would teach so many days for so much per scholar, to be paid at the end of school. Most boys could only go to school on bad days and stay at home and work all the nice weather. The earliest schoolhouses were usually used as churches until a proper church could be built in the community."

"For six weeks, in the spring of the year, you could hear nothing day or night but about ten thousand frogs all yelping at once. There were few roads, gravel hadn't been thought of as yet, let alone the idea of railroads running through the countryside bringing the market right to our doors...you could not have broken a man or company up quicker than to have given him a railroad and compelled him to run it with what money he would have gotten out of it."

"In the first place, there was no travel to amount to anything. The pioneers had neither time nor money to spend that way. As to freight, there would not have been more than six or eight carloads in the whole country outside of what few hogs that could be gathered up, and they were generally in good shape for traveling."

"As for tools and farm implements—well, the axe, the maul and wedge and the grubbing hoe were used. Our plows were the old Cary, or bull plow, as they were called, with iron shares and wooden mouldboard. We generally sowed our wheat and plowed it in with the shovel plow. To cut our wheat we used the side or reap-hook, as they were called, and if a farmer had six or eight acres of wheat he had his hands full during harvest time."

"After they would get their wheat cut, they would stack it, and at some leisure time clean off a tramping floor and lay down their wheat, and then get all the horses and boys they had to ride around over the straw till the wheat was all shelled out, then take off the straw and put down another floor full, and so on. This I thought was fun when I was a boy. Then they would get a fan mill and clean it up. Sometimes you would have a load to haul off, and sometimes you would not have more than enough for seed and bread."

"As to grass, we cut that down with a mowing scythe, then scattered it to cure, then raked it with forks, shocked it, and hauled it in and stacked it out. We had no barns with haymows, nothing but log stables, and the mow would not hold more than two or three loads. Our pitchforks were all wood, and a good one was thought to be worth taking care of."

"I have not said anything about the way we generally spent our time from the time winter broke till crop time. The first was to go into the sugar business, which was no little business if properly carried on. We used to open from three to five hundred trees and make from three to six hundred pounds of maple sugar and a lot of molasses, which did not go bad with pancakes."

"Then the next thing was to take the dead timber down and get our logs burned down and the trash piled so that the logs could be rolled. It was no uncommon thing for a man to put in from ten to twenty days rolling logs, and go as far as three or four miles to a log-rolling or a house-raising."

"I don't know but that I ought to say something concerning the manner that parents trained their children in those days. There were but few drones and loafers lounging around and doing nothing."

"The training of children was very strict. They were not allowed to swear or make use of any profane or unbecoming language, and one decisive answer would settle any question that might be asked."

"The boys were generally in the clearing from Monday morning until Saturday night, week in and week out, grubbing, chopping, splitting, hauling and laying up rails. This was their daily business."

"The girl's tuition was in the kitchen. The girl that did not know how to cook, wash, iron, spin, weave, dress flax, cut and make any garment that the family had to wear, was not the girl that the young men were looking after. You would hear the talk that this or that girl could spin so many cuts a day, or weave so many yards of cloth, or dress so many pounds of flax per day, after doing up their morning's work. Such girls were said to be worth their weight in gold to any man that wanted a wife."

"Neither were the old folks idle. The old women would sit at their spinning wheels from morning till bedtime, spinning flax or tow into thread to weave into cloth for our everyday and Sunday wear. The old men would break out and dress the flax and get it ready for the hackel."

"I doubt whether there is one young man in twenty that would now know a flax break if they were to meet one of them in the road, let alone know how to use one. But few girls would know how to rig up a spinning wheel, or could spin one skein of sewing thread in six months. Probably I had better say no more, for fear you may get tired of my scribbling..."

If readers know of any other accounts of pioneer life, they're invited to contact me the writer.

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Historically Speaking

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History of early education in Vigo County outlined...

Valley Ts AUG 23 1981

By DOROTHY CLARK

No provision was made for public schools by either the Northwest Territory or the constitution of the state of Indiana, but the proprietors of the town of Terre Haute designated a double-sized lot for this purpose on the town plat filed Oct. 25, 1816, at Vincennes.

The southwest corner of Fourth and Mulberry streets was chosen as the site for a school.

Nearly a half century was to pass, however, before it was used for educational purposes.

Rental of the property for garden use was reportedly collected as revenue by the various school commissioners.

In the sales of the public lands by the federal government, the 16th section in each congressional township had been reserved for the purpose of maintaining schools, and among the first acts of the commissioners of each new county were the appointment of school commissioners.

Their duties consisted mainly in protecting the timber on the school sections from being stolen and in renting the land for whatever use for which it might be needed.

In 1839, the commissioners divided and sold the land so dedicated in Harrison Township.

It was at this sale that the city bought the portion of Woodlawn Cemetery lying south of the entrance and established the first publicly owned burial ground here.

John F. Cruft, president pro tem of the town council, along with Curtis Gilbert, council member, purchased the land for $182.88.

This is apparently the first expenditure made by the town for school purposes, for the money so paid went into the school fund.

Terre Haute's free public school system does not date much before the Civil War, for while officially instituted in 1852. the trustees advertised in the Terre Haute Journal of Aug. 25, 1854, that they were obliged to suspend school until further notice on account of lack of finances.

There are many traditons of early schools and teachers, but it is generally accepted that the first school in Vigo County was established by Dr. Alvah Hotchkiss, a little south of Markle's Mill, in 1817.

This was a subscription school, each subscriber paying a pro rata share of the cost of the teacher and supplies.

At many other locations and at later times, private schools taught by teachers of more or less ability were established in the townships and the town, many of them in private homes and churches.

Among these was the school at the southeast corner of Third and Ohio streets, where for many years under different names and many agents the young people learned the rule of three.

The money accumulated in the school fund was distributed among the patrons for school purposes in proportion to the number of children attending school during the period that preceded the establishment of the free public schools.

At least one agreement for the establishment of such an assisted school has been preserved.

This was for keeping a school for three years in Prairie Creek Township and was dated Feb. 15, 1848, and was signed by 25 citizens of Prairie Creek and Honey Creek townships.

The subscribers agreed to pay $5 per year for every scholar, to be paid in equal payments each three months.

School was to begin as soon as a school house could be built at the cross lanes at the southwest corner of the farm of D.M. Jones.

Three trustees were to be elected by the subcribers to hire teachers and collect all monies with 25 percent penalty added if overdue.

Each of the subscribers also had to furnish his share of the wood for heating the structure.

The subscribers were C.N. Benight, R.F. Wright, M. Collins, E. Paddock, J. Paddock, J.S. Fails, Z. Beard, William Paddock, John Taylor, H.J. Fail, J.A. Denton, J. Ferguson, J. Lee, C.R. Clark, J. Taylor, William Forster, Jonathan Paddock, Oliver Snoddy, C.E. Bentley, D. Mattox, R.E. Whittey, R. Gunn, William R. Bentley, J. Ferguson, A. Hall, S. Anderson and J.M.H. Johnston.

A more ambitious project involving more capital was the building of the Brick School at the northwest corner of Fifth and Walnut streets where later stood St. Joseph's Academy for Girls.

Here in 1831, two lots were bought by the stockholders of the "Terre Haute school house."

Shortly after its organization, a four-room brick school (later incorporated into the present structure) was built.

The association did not plan to operate a school, but just to build one.

The stockholders were public spirited men who did not expect to profit, but the venture was short-lived, and the property was purchased a few years later by the Rev. Lalumiere and the Sisters of Providence.

The site and the old building incorporated in the present building represent the oldest structure in the county used for a school the longest time.

The story of education in the local area prior to the Civil War will continue in next week's column.

...and all that Jazz!

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BETWEEN THE LINES

THE STORY BEHIND THE STORY...

By Josie

Q. *Is Bob Dylan going back to Judaism after his fling with born-again Christianity? I read that he had invited some Israelis to his home. L. Landrey, Ft. Worth, Tex.*

A. He did warm up to his native religion a few years back, but the Israelis in question have nothing to do with religious experience. Dylan, like other celebrities, became terrified concerning his own safety after the John Lennon murder. The Israelis are former soldiers in the Israeli army now functioning as Bob Dylan's bodyguards.

Q. *I heard that Leo Sayer was dumping his wife. Why are rock stars so irresponsible about marriage? F. Judlickson, San Diego, Calif.*

A. Some stars do get carried away by the fast-lane lifestyle, but by all reports, Sayer isn't one of them. He and his wife, a former librarian, have been happily married through his rise to success. What he said was that he'd like to divorce his wife and marry her again on the TV show "Wedding Day," which he found "quintessentially American."

Q. *I heard that Luciano Pavarotti is very athletic. Isn't he too fat? S. Scoscia, Chelsea, Ala.*

A. He doesn't think so. Pavarotti says he played a lot of volleyball as a boy, so he got his body in condition. And he loves tennis almost as much as he loves pasta — doubles especially. One thing he hates though is losing. He has a hot temper and often charges the net.

Q. *I love Mariette Hartley on those Polaroid commercials. If she's been around for so long, though, why hasn't she become a bigger star, like in motion pictures? H. Shepherd, Seattle, Wash.*

A. Mariette blames a career stall on a doctor who, 20 years ago, diagnosed hepatitis, which she was found later not to have had at all. He prescribed a treatment of massive blood transfusions that so weakened her that she couldn't work for months. She'd been about to leave for Europe for a starring role in a film that she thought would be her big break. Another actress got the part, and Hartley had to wait years before another break came.

Q. *Does Bjorn Borg believe that looking so scruffy will help his tennis game? Why doesn't he shave? J.Harris, Cherry Hill, N.J.*

A. The beard is just part of a series of superstitions he has concerning his tennis game. The notoriously cool Swede and his wife Marianna both adhere to strict behavior before a big match. She, for instance, refuses to travel with him on the route from the hotel to the arena, figuring that anyone but his coach would be distracting to him at that point of pre-match preparation. And he, until his recent upset at Wimbledon, had two ironclad Wimbledon rules: that a special friend from Sweden sit in a certain seat in a certain box, and that shaving his beard would upset his game. Now that those didn't work, though, he may have to shift his superstitions.

Q. *A friend told me that Nancy Walker, "Rosie" from the Bounty towel commercials, was a very close friend of Montgomery Clift's. A strange combination — could that be true? S. Geiger, Terre Haute, Ind.*

A. Indeed it is. The two first met in 1948, when Walker was appearing on Broadway in "Wonderful Town" and they became close friends about a decade later. Both were sensitive and shy, as she described later, both had drinking problems and a deep need for a confidante, so they spoke several times a day every day until he died in 1966. "Our friendship was extremely emotional, a responsibility, a treasure to both of us," Walker says. "(But) I wouldn't want a friendship like that again. I couldn't take it."

Q. *I love the song "Bette Davis Eyes" sung by Kim Carnes. What does Bette Davis think of it? D. Friedrich, Roanoke, Va.*

A. When friends first told her about it, she thought "God, rock and roll, how awful." But when she listened to it, she liked it and invited the singer Kim Carnes over to meet her at her house. "Thank you for doing it," she told Carnes, "rock and roll is one area I never thought I'd get into."

Anything you'd like to know about prominent personalities? Write: "Between the Lines," Terre Haute Tribune-Star, 721 Wabash Ave., Terre Haute, Ind., 47808. We regret we cannot answer any letters individually.

Historically Speaking

Community schools cropped up as Vigo County grew . . .

Valley T S AUG 3 0 1981

Education (Vigo Co)

By DOROTHY CLARK

Last Sunday's column told the story of the beginnings of education in Vigo County and the little town of Terre Haute. The Brick School built in 1831 at the northwest corner of Fifth and Walnut streets was built by a building association.

Holding only one share in the Brick School venture at $5 each were Demas Deming, Charles F. Scranton, John McCray, David Linton, William P. Dole, William C. Linton, John Sibley, Caleb Crawford, Samuel Eversole, Britton M. Harrison, Henry Ross, James Ross, William Probst, Theodore C. Conn, John F. King, Septer Patrick, Salmon Wright, Lucius H. Scott, Gershom R. Jaques, Sylvester Sibley and Ziba H. Wolcott.

Those holding two shares were Joseph Miller, Macom McFadden, Samuel W. Edmunds, Charles T. Noble, Amory Kinney, William Taylor, Curtis Gilbert, Charles G. Taylor, Lewis Redford, James Wasson, Horace Blinn, Joseph East, Silas Hoskins, William Merriman, Thomas Parsons, Henry Allen, Ransom Miller, William Mars, Francis Cunningham, Henry Redford and Daniel H. Johnson.

Four shares each were held by Russel Ross, William P. Dexter, Moody Chamberlain, Elijah Tillotson, Thomas Houghton, William Ramage and John Britton. James B. McCall held five shares; Enoch Dole, six; James Bradt, eight; and John T. Cruft, 20 shares.

The Wabash Courier on June 28 announced the opening July 2, 1832, of a school to be conducted by the Misses E. and M. Harris.

The same year, Cyrus Fisher rented the schoolhouse and opened school in December. Tuition per quarter was $2.50 for reading and orthography (spelling), and $3 if writing, grammar and geography were added.

In May, 1833, Mrs. P. Murphy and Miss C. McClellan advertised the opening of a school at the house "now occupied by James Bradt." Small scholars were charged $1.25 per quarter, and young ladies, $2.50.

A month later, J. R. Wheelock moved his family to Terre Haute and opened a seminary here about Aug. 1 to teach penmanship, orthography, English, grammar, rhetoric, geography, natural, moral and intellectual philosophy, evidences of christianity, history, ancient and modern, chemistry, arithmetic, plain astronomy, geometry, composition, public speaking, Latin and Greek. Tuition ranged from $3 to $5 a quarter.

On May 9, 1835, there was a meeting to establish a county seminary. Trustees had purchased Outlot 43 for $100 and built a building on what is now the campus of Indiana State University. Later this was purchased by the city and made into a school for higher education. Still later, the property was given, along with funding, to secure the location here of Indiana State Normal School, forerunner of ISU.

When the state was unable to finish the building after the land and money had been donated, the city further agreed to pay half the cost of annual repairs to the buildings.

In 1835, Miss Ann T. Hayden announced the opening of a school for young girls and boys under ten in the Methodist meeting house. About the same time, Phoebe Miller, sister of Joseph Miller, pork merchant, kept a school in a small log house on Chestnut Street.

The trustees for the fifth district in Harrison township opened a school in a church basement in April, 1839. Miss Seraph Warren opened the spring term in 1848 of her Wabash Female Seminary. There were graduation exercises advertised also in 1848 for the Vigo Collegiate Institute.

On Aug. 7, 1848, local citizens voted to open free schools, but it was some time before they actually arrived.

Early in 1849, Charles Anderson opened a select school in the basement of the Baptist Church with a tuition of $3.50 and a requirement that applicants should be able to read at least to the third reader.

In January, 1852, James Hook, trustee of District No. 5, announced the opening of a school in the basement of the Baptist church in the charge of W. Lilly, principal, assisted by Miss M. Yoing. McGuffey's books were to be used.

In February, 1852, there was a school in the basement of the Universalist Church, and on March 10, a school for young ladies and misses was opened in the basement of the Congregational Church.

By April, 1853, there were 1,324 school children and only one small building to accommodate them all. The trustees [illegible] the school. The first brick school of the town after the adoption of free schools stood at the corner of Third and Oak streets.

In September, 1853, graded schools were in operation with Mr. Ross as principal, assisted by Mr. Hays and eight or nine young ladies as experienced teachers. A month later Albert Lange leased the lots at Fourth and Mulberry streets for five years.

In 1855, Mrs. Fowler and Anna Watson resumed operation of their school at the new schoolhouse on the corner of Seventh and Poplar streets. On July 2, 1856, Mr. Clark opened the second term of his school.

Meantime, the nuns had secured the old brick school and erected new buildings to accommodate a parochial school which opened in 1849. At the site of former St. Anthony's Hospital, the Western Female College had been opened, closed, reopened as St. Agnes [illegible] lack of support.

It was difficult to keep up with education offered in Terre Haute prior to the Civil War.

FASCINATING FACTS ABOUT...

OTHER ODDITIES

The energy contained in a slice of apple pie equals the amount used by an average man running for 35 minutes or woman running for 50 minutes.

If the cell body of a human motor neuron were the size of a tennis ball, its axon would stretch for nearly a mile.

Americans throw away about a half billion tons of garbage each day.

If converted into electricity, the heat energy released by a single hurricane in one day would keep the United States supplied with power for three years.

A radio signal could reach New York from Moscow in less time than it takes a mother's voice to reach her children playing in the backyard, 40 feet away.

RABBITS STIR INSECTS FOR ROADRUNNERS

Unlike the Road Runner of cartoon fame, who does most of his running to avoid being Wile E. Coyote's next meal, real-life roadrunners go into high gear to pursue their own food. Tooling along at about 25 miles an hour, roadrunners usually chase rabbits — but don't attack them. They're actually after the insects the rabbits dislodge from leaves and twigs as they flee through the brush. Roadrunners snap them up without missing so much as a "beep-beep" — no mean feat, since they run at a rate of 20 steps a second.

BREATHE EASY

In one minute, the lungs normally breathe about the same volume of air that the heart pumps of blood — 1.6 gallons. Both work faster during stress, but the lungs handle greater volume than the heart.

A CUPPA

An average cup of oolong tea contains 50 times as much fluoride as one cup of fluoridated drinking water. ■

BETWEEN THE LINES

THE STORY BEHIND THE STORY...

By Josie

Q. *Is Katherine Helmond of "Soap" still married to that younger man? F. Rosenthal, Cheltenham, Penn.*

A. Yes — she and her husband David Christian, a sculptor several years her junior, still have an active, if long distance marriage: she lives in L.A., he in New York. Helmond thinks the distance adds a certain heat to the time they do get to spend together. One friend suggested, however, that some stored up heat might be dispensed other places, but Katherine seems unconcerned about the prospect. "If he has to cheat, let him cheat physically," she says. "It doesn't matter at all." If he begins to cheat emotionally, though, she says she would get worried and might make a move to close the 3000 mile gap.

Q. *I love the L.A. Lakers but they really blew the championship. What does "Magic" Johnson have to say about it? T. Golins, Sacramento, Calif.*

A. "Magic" is pretty philosophical about the NBA playoff loss. "These things happen," he says. The game had come down to one shot, a shot he makes nine out of 10 times and with which he'd won a game two weeks before. This time, however, the shot fell short. You can be sure he feels rotten about it, too.

Q. *I read somewhere that Valerine Perrine hated women. Why? S. Peyser, Harrison, N.Y.*

A. It's not that she hates women; she says she hates women's lib. Ms. Perrine thinks it's "stupid." Also on her hit list is jogging, which she's convinced ruins women's bodies. "Women should make love." she says, "it's the ideal exercise."

Q. *There's a new actor on "The Young and the Restless" named Steve Ford. Is that Gerald and Betty Ford's son? J. Remsen, Baton Rouge, La.*

A. Indeed it is — Steve decided to pack in the rodeo circuit and the great outdoors for a safer, more indoor type of role. He has, however, obviously spent a lot of time practicing for the steamy stuff that goes on in those soaps. His co-star Melody Thomas reports that the ex-First Son is a "terrific" kisser.

RED-FACED RITTER

John Ritter is embarrassed about spilling the news that Priscilla Barnes had been chosen as Suzanne Somers' replacement on "Three's Company" before it was officially announced. He was a guest on "Good Morning, America" and just blurted out the Barnes bulletin. A friend of Priscilla's was watching and called to tell her the good news. She hadn't as yet been informed by ABC that she would be working for them.

DUSTIN IN DRAG

Could the "La Cage aux Folles" follies be catching? Stallone wore a nurse's uniform in "Nighthawks" and now Dustin Hoffman will don a dress for his new flick "Tootsie." He plays an unemployed actor who lands a starring role on a soap opera — playing a woman. Dustin is also producing the film.

Q. *I don't care what anyone says, I liked the Rita Jenrette story in Playboy. How does she feel about it now — will she appear in that magazine again? L. Edahl, Oil City, Penn.*

A. Rita doesn't look back on the episode with much affection at all but says she won't pose for another pinup. She has her sights set on bigger ventures. After getting over being dropped from the film "The Seduction," (because, some say, actress Morgan Fairchild didn't want another blonde in the film) and being axed from a possible regular spot on "The Tomorrow Show," Rita has landed her first starring role in a movie. It's in a film about women in prison called "Concrete Jungle" and she insists it *isn't* an exploitation film. "I don't have to do anything like that," she sniffs. Did she get the role, though, on the basis of proven thespian ability? "Well, maybe it was the notoriety that got me the role," she admits, "but the bottom line, as always, is talent."

Q. *I'm confused — is Robin Gibb divorcing his wife Molly, or not? Y. Salazar, San Antonio, Tex.*

A. The official word from the Gibbs is a terse "No comment." But sources close to that Gibb couple say they are separated due to "irreconcilable differences," and that divorce is inevitable.

Anything you'd like to know about prominent personalities? Write: Josie, SUNDAY WOMAN magazine, 235 E. 45th Street, New York, N.Y. 10017. Sorry, we can't answer any letters individually.

Community Affairs File

Historically Speaking

Ts Valley
9-27-81

REFERENCE
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Teachers of earlier days faced unusual problems

By DOROTHY CLARK

When the 19th century began, the American teacher faced students who, very often, sat on backless benches with their feet several inches from the floor. In such a position, they could not even put their arms on the desk in order to write properly.

Even if the student could manage to get comfortable, he was faced with the problem of writing with a goose-quill pen. He used ink made from powder or that was extracted from maple bark, sumac or oak balls soaked in vinegar. The worst ink was made from pokeberry juice, which quickly soured.

Paper was in short supply and of inferior quality. The teacher had to make and repair quill pens, manufacture ink and attempt to read the writing produced with these primitive devices.

As time went on, technological advances improved the lot of both teachers and students. The goose-quill pen gave way to the steel pen. Paper became cheaper, better and more abundant. The sour smell of decaying pokeberry juice was replaced by odorless ink. And someone came up with a desk which included a back rest, put the pupil's feet on the floor and let him write with a small degree of comfort.

Legislation in 1825 in Illinois had placed payment of taxes on a voluntary basis. Subscription schools remained until 1855 when legislation provided for compulsory school taxes.

In pioneer days, Illinois parents were sometimes "assessed" for educational funds according to the number of children in their family who were enrolled in school. The assessment, however, was much less complex than modern procedures.

The teacher of these early "subscription schools" was usually also a preacher. He charged a small fee per pupil — which was frequently paid in produce such as corn, wheat, bacon, wool, etc. — and "boarded around," the time spent in each home determined by the number of school children there.

One of the earliest types of tax-supported schools was the "circuit school." In one area, five schools were taught by one teacher, who rode on horseback from one to another, spending one day per week in each. Through the combined resources of the five school systems, they could afford to pay him a magnificent salary of $30 a month!

Although some of the early public school districts were sparsely settled, the families were usually large and the enrollment in a one-room school was sometimes known to exceed 100 students.

Teachers have always been underpaid it seems. In 1870, teachers' pay was $50 a month. In 1871, it dropped to $30 a month. Additional duties were imposed on these devoted souls such as sweeping the room, kindling the fire, teaching German as well as English in some areas and struggling through a school term which lasted 11 months.

If there was a janitor, he was expected to sharpen children's pencils on a stone wheel. One school expense account listed as "luxuries" one pound of candles, three candlesticks, a lightning rod, firewood, a lamp, and 11 stove pipes.

Early public school teachers had practically no opportunity for specialized training for the profession. For this reason the qualifications for a certificate were ridiculously simple.

An illustration is the recorded account of an application for a teaching certificate made to a county school superintendent in 1862. The superintendent conducted the examination by asking the candidate one question, "Look me in the eye and tell me as a man, can you make eggnog?"

The would-be teacher replied, "I hain't never done it, but I have saw it did." The exam was thus completed, and the superintendent said, "Your case is a little doubtful, but I will give you the benefit of the doubt." The certificate was issued.

It has been said that teachers were often employed to "keep" school rather than teach it. An effort was made to maintain strict discipline, but the favorite pastime of the older students was to try to chase the teacher out of school. They were frequently successful.

The pupil-teacher relationship was usually on a cooperation-by-coercion basis. If a teacher could excel in sports and hold his own in physical combat, he gained the respect of the community and was considered a success regardless of his ability to "learn" the students (or their parents) anything.

A New York City principal in 1872 posted a list of rules for school teachers. Each day they were required to fill lamps, clean chimneys and trim wicks; carry a bucket of water and scuttle of coal; and whittle pen nibs. Men teachers were allowed one evening per week for courting purposes, or two evenings a week if they attended church regularly.

After 10 hours of school, teachers were supposed to spend remaining time reading the Bible or other good books. Any teacher who smoked, used liquor, frequented pool halls or public halls, or was shaved in a barber shop was under suspicion regarding his worth, intentions, integrity and honesty.

Women teachers who married or engaged in unseemly conduct were dismissed. Every teacher was expected to lay aside a part of his earnings for his declining years so he would not become a burden on society.

The teacher who performed his labors faithfully and without fault for five years was given an increase of 25 cents per week in his pay, providing the board of education approved.

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BETWEEN THE LINES

THE STORY BEHIND THE STORIES YOU READ ABOUT CELEBRITIES

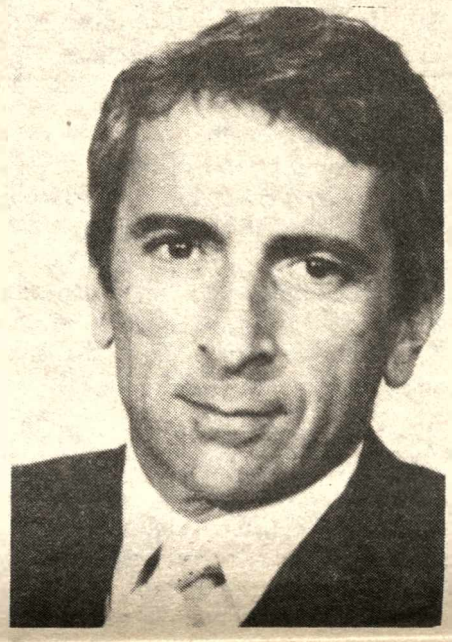
By Josie

Q. *I read somewhere that George Lucas, who's made millions with "Star Wars," is really a skinflint and lives on practically no money. What's the story? G. Hamrick, Terre Haute, Ind.*

A. Although he's spent millions on studio facilities and the Skywalker Ranch in Northern California, he's known personally to be somewhat tight-fisted. His friend Francis Ford Coppola pegs it to his upbringing within a conservative, parsimonious family. Coppola tells the story about the time the two were starting Zoetrope Studios and didn't have their present reputations, and therefore no money. Seems they desperately needed a copying machine and Lucas' father was then a representative for 3M, Coppola asked if he could get them a copier at cost. Lucas looked stunned. "My father would never do that," he said and refused to ask. And as Coppola observes, "Children very often take after their fathers."

Q. *Whatever happened to Ilie Nastase — the original "madman"of tennis? S Heffernan, Decatur, Ala.*

A. He's still playing tennis, although his ranking is now in the 70s (usually around 78) in world competition, hardly near the top as he was a decade ago. "Nasty" professes not to care. "There are all these young players," he says. "Here (in the U.S.) they start playing tennis at 3." And he still throws the occasional tantrum. Otherwise, he explains, "The game bores me to tears."



Q. *I've always liked Gay Talese's writing, but a friend of mine says he's part of the Mafia. Is that true? F. Curran, Cleveland, Ohio.*

A. Because of the research on one of his books, "Honor Thy Father," he has met various members of the underworld, but no one has ever tied him to it personally. One funny story, though, does connect the two: a couple of years ago, Talese was having dinner at a small Italian restaurant on New York's Third Avenue with two friends and, before sitting down, he hung his expensive leather coat on a hook on the wall. While they were eating, it disappeared. Talese was distraught, which he promptly told the owner, who then put the word out "on the street" that Talese wanted his coat back. The next day, he had it. "Say what you will about these guys," he says, "but when it comes to good clothes, they don't mess around."

Q. *I haven't seen the Dean Martin telephone commercials for awhile. Did the phone company kill them? F. Kilday, Galveston, Tex.*

A. Not in so many words, but the Bell executives did admit that the campaign wasn't working. The image of Martin dressed in a tuxedo singing and strutting his way through an airport was highly entertaining, they found, but not too commercial. Viewers remembered Martin's performance but couldn't remember what he was plugging.

Q. *I saw an old movie of Gena Rowlands' on TV the other night and realized that she's only made movies with her husband, John Cassavetes for the past few years. Any special reasons why she won't work for anyone else ? J. Davies, Auburn, Calif..*

A. She's free to do what she wants and is aware that some feel that she's ruined her career by only appearing in husband John Cassavetes' films. Unlike his critics, she doesn't feel that they're "home movies," and isn't concerned that they're not commercially successful. (The latest, "Gloria," did well compared to his others, but not great by Hollywood standards). The loyal wife feels that her husband knows her better than other writers, so he writes meatier roles for her; and since she's more comfortable with him as a director, she takes more risks with her performances. Therefore, she is quite content to leaves things as they are.

Q. *I knew Sylvester Stallone was a jock but I didn't think he could play soccer. In his new film "Victory," he has a double in the goalie scenes, right? K. Kiester, Poughkeepsie, N.Y.*

A. No, it was really Stallone in those scenes, and learning the game was a pretty painful process. "I wound up with blue socks," he says, from the many bruises he received on his calves. He also got a real scare from the crowd. "The people portraying a French crowd in the movie were really Hungarian (the film was shot entirely in Hungary) and they take their soccer pretty seriously over there. A lot of them didn't know we were shooting a movie, they thought it was the Hungarian national team playing another country," he says. "So when I was in the early stages and I was blowing the goals, they were screaming and hissing at me. I thought they would attack." When he looked up in the stands, he says, he saw people stringing nooses out of pieces of rope.

Anything you'd like to know about prominent personalities? Write: "Between the Lines," Terre Haute Tribune-Star, 721 Wabash Ave., Terre Haute, Ind., 47808. We regret we cannot answer any letters individually.

Clipping shows some things don't change

AUG 2 1 1983

Historically speaking

By Dorothy J. Clark

About the turn of the century, there appeared an article on school teachers, their salaries and job problems which hit a nerve. It was re-printed in newspapers and other publications around the country, and readers will find it just as timely today.

School teaching is like doing the wild animal act seven hours a day instead of 15 minutes. School teaching is an art that requires the pulse of a diplomat, the poise of a president, the tact of a general and the temper of a saint.

School teaching is one of the most important of modern necessities and the most ignored profession in the world. A common laborer receives more for his muscle; a teamster is paid big money, in comparison, for directing the destinies of a couple of plodding old ponies (remember, this was written before automobiles).

School is where Biff Dugan and Bank Johnson go to raise mischief; it's the stamping ground of Young America. It's the place where kids meet and grow fat and thin, long and short. It's the place where Percy is shocked, and where Mike gets his black eye and Sadie her bruised shin. School is Kidville's town hall.

A school teacher's future, under present conditions, is about as cheerful as a ride on the Erie Railroad, about as attractive as an ocean voyage in the war zone on a canal boat.

A school teacher gets credit for nothing. If she punishes your boy or girl, you want her fired; if she lets them run over her, she's a fool! If your child fails, it's the teacher's fault; if your child passes, the child is responsible because it is naturally bright.

If Minnie slaps your darling Hazel, teacher should cane Minnie, but if Minnie takes the count, your dear little girl was only defending herself and teacher must not touch! If Jim gets zero on a test, the teacher neglected his preparation, and if Jim gets 100, he takes after his father.

You pay the school teacher less than you do your stenographer who can spell as many words correctly as a stammering Chinaman can pronounce in English in 10 minutes, yet, you expect her to plunge along through nine months of work with your children and furnish them with an education that will give them a chance to amount to something more than ornaments when they turn 18.

It's all wrong! What were cow pastures when the present scale of wages was arranged for school teachers are now cities. The world has moved, prices have gone up. Clothes, food, books, everything costs more. It's time to do something for the teachers. It's time to recognize their appeal for better salaries.

Make them feel respectable. They aren't office boys. They are grown people, gifted in intellect far beyond the average. They study all the time. They are ahead of the majority of us. They have to be; the kids demand it. You haven't any idea how many questions a child asks and insists on being answered.

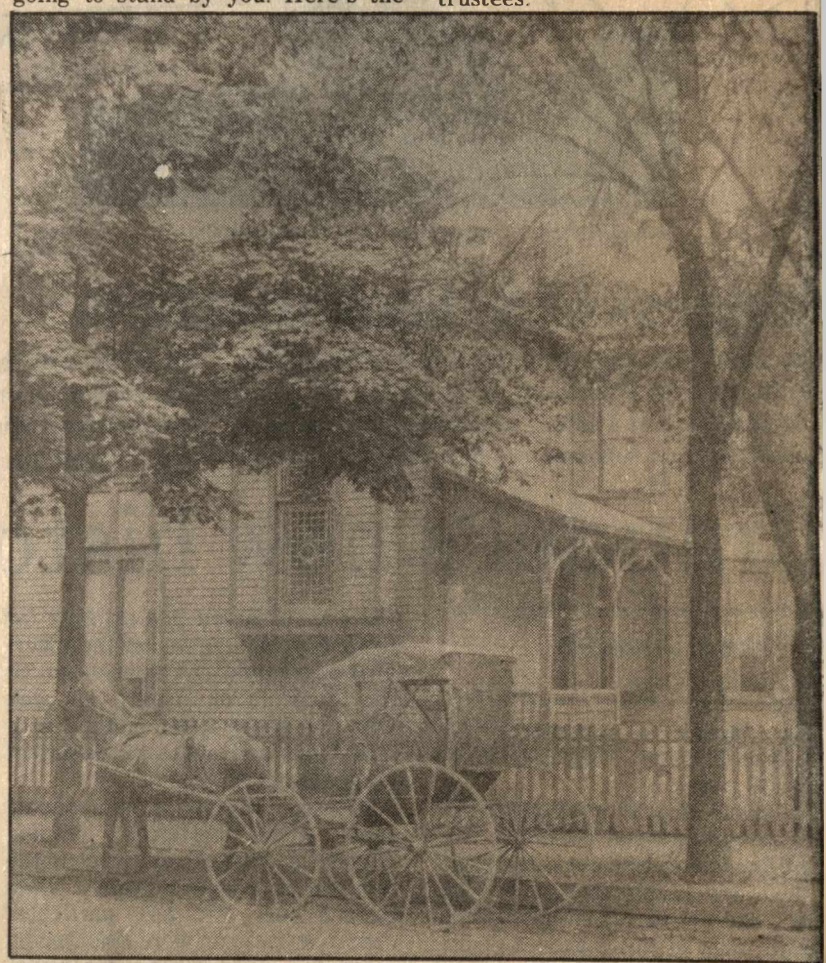
Toledo school teachers have asked for more money. Toledo isn't so poor that it can't afford to stand by its teachers. Its future citizens are now in the making. The teachers are going to figure very importantly in what the making will consist of, and Toledo must recognize that angle of the matter.

If we haven't got the money handy to provide the increases, let's go get it. Let's insist that it be furnished.

We don't want to say to those patient men and women who control much of the future of our children, "We can't give you more money." We want to say to them, with a hearty hand-clasp, "Thanks, you've done your duty nobly, and now we're going to stand by you. Here's the raise."

Isn't that what we should say what we should do?

Strangely enough, this faded clipping was found in the hand-written autobiography of William H. Wiley superintendent of schools of Terre Haute from June 3, 1869 to Aug. 1 1906. Having been a school teacher before being school superintendent he must have known both sides of this issue and sympathized with both the teachers and the school trustees.



Wiley's home

The home of William H. Wiley was located at 451 N. Seventh St. The photo was taken in June of 1885.

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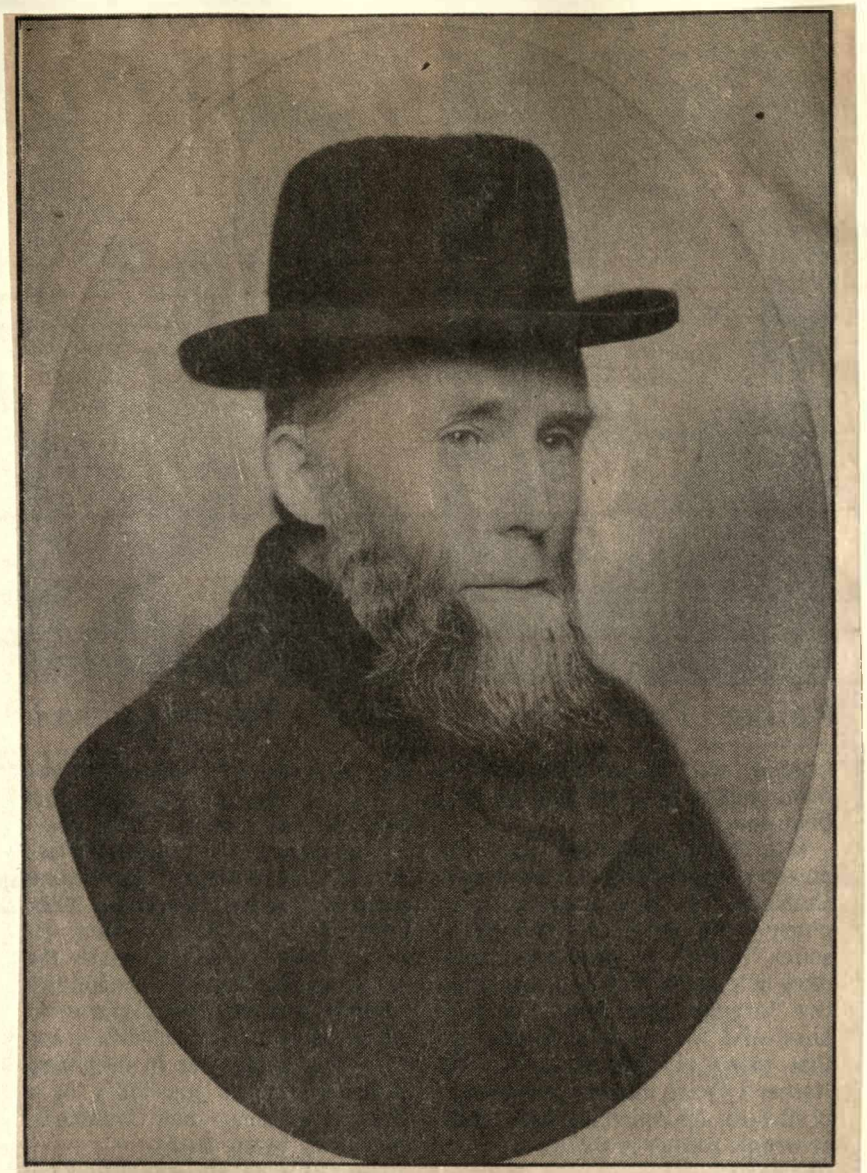

William H. Wiley

Letters in black ink printed at the bottom of this photograph of William H. Wiley proclaim, "At the End of a Hard Day." Former school teacher and superintendent of schools in Terre Haute, Wiley was 60 when the photo was taken.

Historically Speaking

By Dorothy Clark

Early schools, meeting places enjoyed priority

Education (Vigo Co)

TS AUG 24 198

As soon as there were enough settlers in any given neighborhood in the early days of the Wabash Valley, the people would meet and agree upon the building of a school and meeting house combined. No subscriptions wers taken up for the purpose as hard money was scarce(especially after buying land), but the men all turnsd out, made a day of it, and by night the church and school would be completed.

Refinements like windows would come later. The opening provided by leaving out a log on one side of the structure was usually covered with greased paper. Ths roof was of clapboards, fastened down by means of a binder, as one would make safe a load of hay on a wagon.

The floor was "ready-made" because lumber was so scarce the fathers thought the ground would do. Heat and light came from a fireplace with its fieldstone chimney or cat-and-clay(mud and sticks). The crude log cabin, either of round or hewn logs, was chinked with mud, moss and twigs to keep the snow and cold from coming in between the logs.

Linden logs were split to make the seats with flat side up and wooden pins for legs. The children soon learned not to squirm om the backless slabs in fear of splinters. There were no desks. Attached to the wall below the window might be a broad plank used as a writing desk. Not being adjustable, the small children stood on tiptoe and the older children bent down to learn penmanship in the dim light.

Hoosier Schoolmaster

The next step was to find a teacher, hopefully one who could read, write and cipher. In some localities it was placing the standards too high, and the parents had to be satisfied with a teacher who could spell a little, read some, cipher to the rule of three, and maybe sign his name with an "X". Discipline was a problem even then, and a teacher who could keep the bullies in line was considered a prize. Seasoned beech switches or oak rulers were used freely.

The pupils recited in turn from the spelling book and the "rethmitic." Geography was usually taught by the singing method. Writing included the Spencerian "screaming eagles" and flourishes.

All the schools of the early days were subscription schools, payable monthly. The unmarried teacher received room and board from his patrons in turn during the school term as part of his pay.

Early records show that R. W. Gail was teaching school in Terre Haute in 1824. At least he advertised in the newspaper that year that he would be glad to receive "most kinds of produce in payment for tuition." Pioneers told how they paid for their schooling with a sack of beans carried over the shoulder to school, or with walnuts gathered from a nearby grove and packed on foot several miles to school.

An early settler, the Rev. W. W. Modesitt, told in his memoirs that James Thayer was the first to open school in Terre Haute, or probably in Vigo County.

First School

The first effort to build a school and church in Terre Haute was in 1827, when a joint stock company was formed by Judge Amory Kinney, John F. Cruft, Elijah Tillotson, Moody Chamberlain, Thomas Houghton, Russell Ross, Enoch Dole and Matthew Stewart. A brick school house on the northwest corner of Fifth and Walnut streets(now the Catholic Church property) was the result of their efforts.

Little money was subscribed, but the men contributed their share in so many day's work, hauling, brick-laying, or so many brick or lumber, or anything needed. The people literally all contributed their mite to this important building, the first school built by the people, and it placed Terre Haute in advance of the times in the cause of education.

As early as May, 1853, a public meeting was called at the Court House to plan the building of a county seminary building. It was built where the campus of Indiana State University is now.

In 1846, there was mention in the newspaper of the Wabash Female Academy. Also, at various times, advertisements appeared of private schools.

The Terre Haute Female College was opened Sept.8, 1858 and was successful for 10 years. The buildings were located on South Sixth Street on eight and a half acres of ground. A parlor and sleeping room were furnished to each two young ladies. Courses were offered in mental and moral sciences, natural sciences, ancient law and literature, music, English classical studies and fine arts.

The first effort to establish free public schools in Terre Haute independent of Harrison Township dates back to Jan. 21, 1853. According to the enumeration at that time, there were 1,324 children between the ages of five and 21 years.

Salaries of women teachers ranged from $18 to $40 per month, and $746 for the superintendent.

When Indiana became a state in 1816, the first legislature was invested with 72,080 acres of land to sell for the sole purpose of advancing schools and aiding in establishing a seminary of learning. Few states or territories could equal the Hoosier interest in the subject of education.

Community Affairs File

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Clark, Dorothy J. + Education (W+V)

School of a century ago

Community Affairs File

Ts AUG 26 1984

Education here cost $16 per student

Last week's column told about the school situation in Terre Haute from 1816 to 1855 when the Public School Law of 1852 was declared unconstitutional. No public schools opened until 1860.

The General Assembly passed the Revised School Law of 1855 renewing the power of taxation by local boards of education. The Terre Haute Common Council passed an ordinance affecting the power of the new law on May 7, 1855.

In 1857 Terre Haute's population was 6,490. There were 1,744 boys and girls between the ages of 5 and 21 years.

On March 16, the local school board authorized the building of the First District School, known first as Number Four and later as Hook School, on land at the corner of Fourth and Mulberry streets which had been reserved for a seminary in the original town plat. This school was not built when Terre Haute's first city directory was printed in 1858.

By 1860 public schools supported entirely by taxation came to Terre Haute to stay. Schools opened on Oct. 1 with properly qualified teachers hired for a five-month term. All administration was carried out by the trustees; there was no superintendent.

Except for church schools, private schools gradually declined forom 1863 to 1906 and did not compete with free public schools.

The Terre Haute High School was organized at the opening of the 1863-64 session with six pupils, who graduated in 1867. William H. Wiley was chosen principal in 1869. On Aug. 1, 1906, when all district schools were given names instead of numbers, the high school was named Wiley High School in his honor.

Historically speaking

Clark is Vigo County's official historian and formerly worked for The Terre Haute Tribune.

By Dorothy Clark
Special to The Tribune-Star

A century ago, according to Wiley's statistics (he was then school superintendent), there were 31 children in Terre Haute who could not read. Of the 8,846 children entitled to school privileges according to the enumeration, only 4,310 were enrolled. Of these, 260 dropped out because of illness, 300 to learn a trade or go to work, 18 died and 19 were expelled for "persistent vioation of the rules."

An average annual salary of $526.02 was paid to 81 teachers. Salaries ranged from $320 to $1,250 for high school principals. The total cost of education per pupil, including everything, was about $16 in 1881.

To support the city schools that year, taxpayers were assessed 16 cents on each $100 of property for the state school tax; 8 cents for local tuition tax; 25 cents for each poll; 8 cents on each $100 of property for special school tax; 50 cents for special school tax on each poll; and 2 cents on each $100 of property for library tax.

The estimated value of all school properties was $152,021 plus their interest in the Normal School Building, which was $75,000, totaling $227,021.

Appointed by the City Council in 1881, the school turstees were William C. Ball, president; Nicholas Stein Jr, treasurer; and Richard A. Morris, secretary.

School principals of a century ago met every two weeks to discuss school management problems and to compare results of adopted plans. Teachers met once a month to compare amounts of work accomplished and teaching methods.

At monthly general meetings there were lectures and papers were read. Topics discussed included "what teachers should do while pupils are arriving from 8:30 to 9 a.m.; how to make good spellers; recent map changes in Europe and Asia; and the advantages and disadvantages of frequent examinations."

Graduation exercises for the High School Class of 1881 involved 23 graduates but took two nights to accomplish. Each graduate was expected to perform by reading an essay, giving an oration or performing an instrumental or vocal musical number.

Who were the hgh school grads of 1881? George A. Scott lived the longest and became Terre Haute's oldest attorney. Alma A. Akins married a local photographer. Ella Adams had the highest scholastic average of the class.

Charlotte Baker, a black girl, died a few years later. No record was found of Addie Batlett. Jennie Bell taught school for 10 years before marrying Scott.

Gertrude Benight, Minnie Boelsum, Marcis L. Carbee and Naomi Glick became teachers. Eugene R. Glover became a druggist. Nothing was known about Alma Heyroth.

Born a slave, Joseph Jackson became a teacher and later principal of Lincoln School. Cora L. Kidder became a librarian and married a Mr. Wood.

Amelia Kuessner gained the most natinal fame of any of the Class of 1881 by painting ivory miniatures of such beauty she was commissioned to do the portraits of Russian nobility and other royalty in Europe.

Matthew Lytle became the editor of a southern newspaper. Crawford McKenn became a local bank president. John H. O'Boyle associated with his father in local real estate and the leather business. Nora Rottman married local jeweler Froeb.

Mary Rankin taught school north of the city and married Mr. Orth. Elizabeth Soloman, Nettie Watson and Lillie Simpson taught school locally.

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Teaching vocations

By 1920, school gained economic value

Ts MAR 0 1 1987

Clark Dorothy

Historically speaking

Clark retired as The Tribune-Star women's editor in 1980. She has written a local history column for 30 years. She is Vigo County Historian.

By Dorothy J. Clark
Special to The Tribune-Star

Before World War I, one of the main questions of public interest in Indiana was the fact that schools were not related to real life and, therefore, were economically useless.

The Indiana Vocational Law of 1913, the Smith Bill and the Smith-Hughes Act, had been passed proclaiming that all branches of the public school system had been inefficient and inadequate, governed by outgrown traditions incapable of recognizing the conditions and needs of the times.

Within a given year in Indiana, more than 92,000 children entered first grade, 55,000 reached the fifth grade when they could escape provided they were 14 years old. Of the 40,000 reaching the eighth grade, less than 11,000 received diplomas from commissioned high schools. What became of the 80,000 who entered first grade? Less than 2 percent of the total school population went beyond high school, according to statistics of 75 years ago.

Youth, age and infirmity kept 39 percent of our total population from doing any productive work. Twenty-three percent were in the homes and received no direct wages, yet made up the largest, most constant and most important group of useful people in the world.

The outside labor was done by 38 in every 100, but in some occupations there were slow seasons, some were on vacation, etc., so the net result was that only 30 percent of the population did the world's work.

Of this number 12 percent were engaged in agriculture, 8 percent in manufacturing and mechanical pursuits, 6 percent in domestic service, 5 percent in trade and transportation, and 1½ percent in the professions.

Strange as it may seem, the public schools had been conducted during untold ages for that 1½ percent.

In August 1915, the Terre Haute school trustees appointed a special committee to look for a suitable location for a vocational school. Serving on this committee were George W. Greenleaf, Stella C. Stimson, John R. Harkness and Herbert Briggs.

According to their findings, the best available building was the unused old Temple Laundry building at Seventh Street and Lafayette Avenue. They visited the site with Dr. W. F. Book, deputy state superintendent in charge of vocational work.

On Aug. 23, 1915, the school trustees signed a lease with Charles E. Temple for rental of the building at 705 Lafayette Ave. The two-year lease cost $75 a month the first year and $100 a month after that.

In October, Charles N. Stevens and Carl D. Cleaver were hired as teachers for the new vocational school at $4.50 a day. Charles A. Cook's salary was $4 a day.

And so, Terre Haute's first vocational school for men and boys was established in 1915, with the understanding that the building was only temporary quarters for the school. As soon as it was possible, the school would occupy the building and grounds used by Rose Polytechnic Institute before it moved east of the city to its present location.

The law under which the state-aided school was established provided that the school should prepare journeymen mechanics in those trades which could be taught within the school.

The course of study of three school years, or 4,500 hours, was divided equally between shop work and academic work. In 1917 the school was teaching the trades of draftsman, carpenter, cabinetmaker, pattern maker, blacksmith, machinist, electrician, molder, printer and typist.

Herbert Briggs was the first director of vocational education, a subject of study in which the school board had invested about $18,000 in machinery and equipment.

The first vocational school for girls and women was organized under Indiana Law of 1913 at 660 Poplar St. This school taught sewing, dressmaking, millinery, cooking, arithmetic, English, art and design.

In September 1917, the school board voted to add a department of salesmanship to the vocational school. The first class, all girls, met in the Chamber of Commerce the following month.

At the request of the War Department, the school board organized special classes for war emergency training, short direct courses to instruct men in telegraphy and special mechanical work. They also provided evening classes.

By 1920, Clara E. Locke was chosen as principal of the Girls School, and Charles F. Grosjean was promoted to Briggs' position as director. Two years later Hubert Fisher was principal of the Boys School.

In 1925 the Girls School was moved to the northeast corner of 12th and Chestnut streets, and the Boys School to 13th and Locust Streets and was named Gerstmeyer Technical High School. By 1927, Guy Stantz was named principal.

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Schools of 1850 would be unrecognizable today

Clark, Dorothy

T.S. MAR 05 1989

Historically speaking

Clark retired as The Tribune-Star women's editor in 1980. She has written a local history column for 30 years. She is Vigo County Historian.

By Dorothy J. Clark
Special to The Tribune-Star

Local education was still on a par with selling soap and bacon in 1850. Anyone with the price of an advertisement in his pocket might set up to teach. Sometimes a committee of some sort undertook to establish a school and hired teachers, or at least encouraged them, to embark on the undertaking themselves.

The schools of Terre Haute in 1850 would be hard to recognize. It seems almost incredible that it was only in 1860 that schools supported by taxation came to Terre Haute to stay. There had been such schools for one year, 1853-54, but the venture was obstructed by injunctions and the like.

The city had bought the old seminary building which stood on the site of the State Normal School building, and had rented two houses besides. But the trustees evidently grew sick of their thankless job and gave it up after a year's trial.

The work was carried on much as that of music teachers and business colleges used to be. It should be stated that the city provided school buildings which were rented to teachers before it hired the teachers themselves. The seminary building just mentioned is a case in point.

This building was nearly completed on Sept. 1, 1847, and in an advertisement of that date is offered for the use of teachers free of charge. Most of the teachers, to judge from the advertisements, seem to have held their classes in the basements of churches.

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One of the most ambitious ventures of the kind was the Vigo Collegiate Institute which was planned to open Jan. 10, 1848. Tuition was $16 a term of 22 weeks for elementary pupils. A female department was opened a few weeks later, with a Prof. Saule as preceptor.

This gentleman continued as a teacher in Terre Haute for a number of years. His entry upon his new position was heralded as follows: "The distinguished reputation which Prof. Saule has acquired in this community as a gentleman of literacy, scientific and classical attainments will secure for this appointment the cordial approval of an intelligent public."

One month later the complete faculty roster of the institute appeared in another advertisement. E. Thompson Baird, Esq. was the president and professor of classical literature, mental and moral philosophy and physical science. John B. L. Saule was professor of belles letters, English, literature and general history. William L. Bair was the professor of mathematics.

In another three weeks, a tutor of German was added, and in another two months, a tutor in English and an instructor in music.

The first catalogue, issued after six months, showed the enrollment of 33 male college students, 20 male preparatory, 24 female college, and 12 female preparatory, a total of 89 students.

One term after the opening of the institute, they were all to endure a commencement with the usual string of orations and essays on the subject of ambition as connected with vice, liberty, genius, America, and the progress of the west.

Also in Terre Haute about this time was a Vigo Female Seminary, a Wabash Female Seminary, a Terre Haute Select School, a Select Female School, and a St. Vincent's Academy for Young Ladies. The last named gave instruction in the elementary branches, German, piano, drawing, oil painting, oriental painting, and the making of artificial flowers. Tuition ranged from $3 a quarter for the last named accomplishment to $8 a quarter for piano and drawing.

A number of individual teachers offered instruction in various specialities. Whatever the value of their instruction, their ability to advertise was considerable.

DeGrand Val obtained the town hall in May 1848 for instruction in dancing. He also offered to bring a museum to town. Another offered instruction in small sword exercises, and offered to teach juvenile classes in this exercise, "connected with oratorical and poetical actions, gestures and positions."

Still another offered a course in penmanship with a gold ring as a premium "for the most improvement." A course in English grammar also was offered, $3 for 30 lessons, in the same year by one who previously advertised an improvement in teaching as follows:

"Mnemonical Seminary. Great Improvement in the Art of Teaching. The undersigned, having recently made several important improvements in his system of teaching English grammar, geography and natural philosophy, such as singing, which enables the pupil to commit to memory with great facility, reading and reciting in concert, by which stammering and incorrect pronunciation are prevent . . . "

In May 1850, Mrs. Leggett's school for girls was opened in the basement of the Baptist Church. Boys were admitted when Mr. Leggett joined the faculty.

The Terre Haute Institute for Young Ladies was started in 1851. It offered physical instruction and maternal care.

St. Mary-of-the-Woods across the river was already well established in 1850, and a long list of prizes awarded was regularly published.

In December 1851, James Hook, trustee of District No. 5, advertised the opening of school for that district in the Baptist church basement. Mr. Tilly and Miss Young would teach from "McGuffey's Works." This was the beginning of a new order in local education. Learning was getting down to basic Three R's at last.

1994

Geography studied diligently

Ts JAN 30 1994

Historically Speaking

By Dorothy Clark
Special to the Tribune-Star

"Local geography properly taught, gives power and scope to the imagination; develops the mental and the moral; and teaches one to look up through nature to nature's God." So said J. Rice, author of a small handbook published along with new state map of Indiana during the time Oliver Perry Morton was the state's 14th governor, between 1861 and 1867.

Rice said: "teachers and parents should hail with delight the introduction into our public schools of a state map and an accompanying volume like this, which will place within reach of all a critical knowledge of the Hoosier State."

"The teachers who would use this little book were advised to teach map drawing along with history. The special history of your own town, township, and county is interesting to you, and you can easily gather it from early settlers, and make record of it for your own use, and those who come after you; and we trust you will not fail to do so," said Rice.

He believed that geography, like charity, begins at home. He advocated that the child be asked: which direction does his home face? On which side does the golden sun cast his first morning's rays? After the child had memorized the shape, size and contents of each room of his home, he was to be taken to the yard or garden.

The house fronts on such a street, which street runs in such direction, which leads to town or city, or to the mill, or the river bank; or the old schoolhouse. The child should learn the fences, walks, the trees, barns, flower bed, etc.

In the general questions concerning a "Key to Asher and Adams' New Civil and Congressional Township Map of Indiana," there were 77 concerning Indiana. The 92 counties had a page of questions devoted to each.

To answer the 27 questions asked concerning Vigo county, I would bet that most of my readers would have to resort to history books, etc., to answer all of them.

Try these questions out for yourself, and then test your school-age children, and see for yourself. In what part of the state is Vigo County? (southwestern). When was it organized? (1818). After whom was it named? (Colonel Francis Vigo).

In what congressional district is it? How many square miles does it contain? (400 in 1860s). What is its population? What is its capital? What is the population of Terre Haute? Where is it situated? What is its latitude? What is its longitude?

When was Vigo County settled? Name some of the early settlers. What river runs through this county? What railroad passes through it? What canal? What rivers are in the county? How many townships in it? Name them, beginning with northwestern townships. Give the population.

When and by whom settled? Number of square miles? Name the small stream of water. Draw a map of each township. Draw a map of the county.

When this book was printed before 1867, it was interesting to note that the assessed valuation of real estate in Indiana amounted to $291,829,992. The assessed valuation of personal property was $119.212.442, or a total for both of $411,042,424 Compare this with present day figures!

Back in those days, at the end of the Civil War, we had 33 mail routes totalling 7,960 miles. Indiana had 186 newspapers issuing 10,090,310 copies annually.

The population of the state was 1,350,428, averaging 40 persons per square mile, or 16 acres per person.

The Rhyme of the Presidents also was taught in the schools. Only as far as Rutherford B. Hayes, it goes: George Washington, first in the White House came; and next on the list is John Adam's name. Tom Jefferson then filled the honored place. The name of James Madison next to trace. The fifth in succession was James Monroe and John Quincy Adams the next below.

Then Andrew Jackson was placed in the chair; and next we find Martin Van Buren there. Then William Henry Harrison's name we meet; whose death gave John Tyler the coveted seat. Then James K. Polk was the nation's first choice; next for Zachary Taylor, she gave her voice, whose premature death brought in Millard Fillmore, and next Franklin Pierce the distinction wore. The 15th was James Buchanan, they say, who for Abraham Lincoln prepared the way. Whose martyrdom gave Andy Johnson a chance. The 18th name was Ulysses S. Grant; with Rutherford Hayes and a B, we must close, for the name of the 20th, God only knows.

Someone will have to continue the rhyme down to the present time.

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